Title of Lesson: Will You Trade With Me?

Subject: Social Studies

Grade level: 2nd

Teacher: Karen Moede

Objective(s):   
The student will trade objects with other students in order to produce a story and picture with 100 percent accuracy.

SCSDE Curriculum Standard(s) Addressed:   
SS Standard: 2-3: The student will demonstrate an understanding of the structure and function of local, state and national government.

Indicator 2-3.3: Explain ways that people may obtain goods and services that they do not produce, including the use of barter and money.

ELA Standard 2-1: The student will read and comprehend a variety of literary texts in print and non-print formats.

ELA Standard 2-4: The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conversations of written Standard American English.

Prerequisites:

Students need a basic understanding of what trading is and how trading works in order to build on that knowledge in order to better understand the term bartering.

Materials/Preparation:

1. “A New Coat for Anna” By: Harriet Ziefert

2. Pencils

3. Paper

4. Markers

5. Erasers

Procedures:

1. Discuss with students that we are learning a new word today, “barter.” Tell the students they will listen to a story and then discuss see if they can figure out what to barter means.

2. Read, “A New Coat for Anna” By: Harriet Ziefert

3. Discuss with students what happened during the story.

A. The mother traded different materials to get new objects.

B. The mother was trying to get a coat for her daughter.

C. The mother got a coat for her daughter by trading different objects.

4. Discuss what the term barter means. Have the students give examples about what they think bartering may be. Explain that barter means to trade different objects in order to receive the object you need or want.

5. Allow students to participate in the “Bartering game.” Start by giving everyone different objects (either paper, pencil, markers, or erasers).

6. Then tell the students they must write a story about a time when they traded one object for another and why they did, or have them make up a story about bartering and illustrate their story.

7. Ask the students how they will be able to create a story if they only have a pencil or eraser?

A. Answer: you have to trade for materials

8. Allow the students to start trading materials in order to write their story.

9. Explain to students that using money to buy objects is a trade or barter system that we have developed. Talk with students why money is important and how we buy objects using the money we have.

10. Ask students about if we always have enough money for something? If we don’t have enough money, we can’t buy it, just like if you don’t have something that someone wants to trade you can’t get the object you want.

11 Collect all the students’ work and bind their stories to make a class-bartering book.

Assessment:

Informal:

1. Observe the students during the discussion and listen to the input they give. Also, during the bartering activity, observe if the students are able to trade objects in order to write their story.

Formal:

1. Read over student’s work and see if they wrote a story that corresponds to trading or bartering.

Adaptations and Accommodations:  
1. If a student has a behavior disorder, I will give him a list of step-by-step instructions on how to trade objects and get the objects he needs.

2. If a student requires extra help I will pair them with another student in order to provide assistance in trading.

3. With the English as a Second Language (ESOL) students, I will have them draw a picture and attempt to write something or have them tell me what they want written and I will write it on a card for them to copy.

Title of Lesson: Can I Buy That?

Subject: Social Studies

Grade level: 2nd

Teacher: Karen Moede

Objective(s):

Students write 3 facts they learned about supply and demand with 100 percent accuracy.

SCSDE Curriculum Standard(s) Addressed:   
SS Standard: 2-3: The student will demonstrate an understanding of the structure and function of local, state and national government.  
 Indicator 2-3.5: Explain the effects of supply and demand on the price of goods and services.  
ELA Standard 2-4: The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conversations of written Standard American English.

Prerequisites:

Students should have a basic understanding of larger and smaller prices. They should have a basic understanding of money and that in order to buy an object you must have that amount of money.

Materials/Preparation:

1. Cardboard boxes from different types of objects  
2. Fake money

3. Ziploc Bags

4. Journals for students (or paper)

5. Multiple price tags with different prices

Procedures:

1. Set up a market in the classroom, ask parents to bring in boxes from any objects (i.e. x-boxes, cereal, etc.)

2. Put a price tag on each box.

3. Give each student in the classroom a bag of money (equal amount for each student)

4. Ask the students who would like to buy an object (i.e. an x-box) and if a bunch of students raise their hand, then raise the price and ask if the students would still like to buy it. Continue to raise the price.

5. Ask the students about another object and if not many students want it or no students want it lower the price, continue to lower the price until an appropriate amount of students would like the object.

6. Continue to ask about a group of objects, if a group of students raise there hand take away an object or two and see if the same amount of students would still like it. If this is the case increase the price. 7. Again ask about a group of objects, if a group of students raise their hand add more objects and see if the same about of students would like an object. If the demand remains the same then lower the price. 8. After the activity ask students if they noticed anything about when the price would increase or decrease.

9. Discuss the terms supply and demand. Supply is how much of an object, food, clothes, etc. there are and demand is how many people want that objects, food, clothes, etc.

10. Discuss with the students the idea of supply and demand, and make sure to cover the ideas that if…

A. Supply increase and demand stays the same then the price decreases

B. Supply decreases and the demand stays the same then price increases

C. Demand increases and supply stays the same then the price increases

D. Demand decreases and the supply stays the same then the price decreases

(Overall if more people want something and there is not enough of something then the price goes up, if less people want something or there is too much of something the price goes down)

11. Have the students write a journal response listing three things they learned about supply and demand. Also, have the students write any questions they still have about supply and demand.

Assessment:

Informal:

1. Observe students during the discussion and see what inputs they give about supply and demand.

Formal:

1. Read over the journal response and see if they wrote three things they learned. Read over questions students have to make sure all students understand supply and demand.

Adaptations and Accommodations:  
1. For a student who does not understand money well, I will put him or her with a partner to help them understand which objects they can purchase.

2. For students with a visual or hearing impairment, I will place them closer to the activity so they can see or hear the prices better.  
3. For students with behavior disabilities, I will give them specific step instructions on how to raise their hand if they would like to buy something, but warn them that does not mean they will get it.

Title of Lesson: Is That Price Right?

Subject: Social Studies

Grade level: 2nd

Teacher: Karen Moede

Objective(s):   
The student will record 80 percent of answers to the questions about supply and demand correctly.

SCSDE Curriculum Standard(s) Addressed:   
SS Standard: 2-3: The student will demonstrate an understanding of the structure and function of local, state and national government.  
 Indicator 2-3.5: Explain the effects of supply and demand on the price of goods and services.  
ELA Standard 2-4: The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conversations of written Standard American English.

Prerequisites:

The student should have an understanding about the terms supply and demand and what they mean. The student should have and understanding about how the price of an object changes based on the supply and demand.

Materials/Preparation:

1. Flipchart – Containers

2. Objects (4) per 3 stations  
3. Multiple price tags

4. Journals  
5. Question Cards  
6. Answer Sheets

Procedures:

1. Explain to the students that they will be working on supply and demand again.

2. Set up multiple stations around the room.

3. In one station display 4 objects. Attach a description and prices to each object that says one of the four things:

1. The demand for this object is high, but the supply has not changed. What will the price of this object be now?

2. The demand for this object is low, but the supply has not changed. What will the price for this object be now?

3. The supply of this object is high, but the demand for this object is not changing. What will the price of this object be now?

4. The supply of this object is low, but the demand for this object is not changing. What will the price of this object be now?

4. Give the students multiple prices to choose from.

5. In the next station have four objects displayed with the original price and a new price. Have the students answer the questions: In which object could the supply have increased? In which objects could the supply have decreased?

6. In the next station have four objects displayed with the original price and a new price. Have the students answer the questions: In which object could the demand have increased? In which objects could the demand have decreased?

7. In all the centers have the answers on a paper for students to check their work.

8. The next center will be on the interactive whiteboard. Develop a flipchart with containers. Have a picture with an original price and an increasing price and write a sentence that says if the supply remains the same what happens to the demand. Have a box for the answer and a keyword box. Have the students drag the answer to the box and if it is right it will cheer, if it is wrong it will bounce back to the keyword box.

9. One the next 3 pages of the flipchart repeat step 8 but use a new picture with the price increasing and a sentence that says if demand remains the same what happens to supply, a new picture with the price decreasing and a sentence that says if demand remains the same what happens to supply, and a new picture with price decreasing with a sentence that says if supply remains the same, what happens to demand?

10. The last center will be questions and answers. Hang a piece of chart paper and have the students compile a list of questions they have about supply and demand or things they would like to learn about supply and demand.

11. Provide students a journal to record answers in as they move from station to station.

Assessment:

Informal:

1. Observe students as they work in each center or station and listen to their discussions. Record anything the students say that let you know they have an understanding of the material.

Formal:

1. Read the student’s journals and the question chart that students compile. Look for students understanding of the material in each of these samples.

Adaptations and Accommodations:  
1. I will break students into heterogeneous groups so that students can get help from students that may understand the material a little better.

2. For students who have motor disabilities, I will provide them a tennis ball to uses on the interactive whiteboard, instead of a pen.